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ABSTRACT

A 21-day unit on the history and development of the English language, as taught to a twelfth grade class, is provided as a teaching guide. Each of the class sessions is described as to objective, materials, procedure, and evaluation. A schedule for each of the four weeks of the unit, three contract choices for the student to choose among and thus determine the grade he will make, resource books available in the school library, and a form on which the student can comment on the resource are included. In addition, worksheets, exercises, evaluation, reading assignments, and a vocabulary list are provided. (DB)

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D.C. PUBLIC SCHOOLS

URBAN TEACHER CORPS

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THE DEVELOPMENT OF THE ENGLISH LANGUAGE

A Unit for Senior High English

by

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1970

TE 002 821

RATIONALE

This year my students seemed to be very interested in the history and development of the English language. In their initial comments about what they hoped to do this year were several expressions of desires to learn about the language and words.

The unit was taught with a twelfth grade class, and their literature text contained samples of early English; therefore Beowulf, early Medieval dramas, and The Canterbury Tales are included in the unit. All of these could be omitted for tenth and eleventh grade students with no loss to the unit.

The word study exercises, which my students enjoyed and which are so helpful, were taken from our language text: Your Language Book 6, by Lou Labrandt, William G. Leary, Donald A. Bird, and published by McGraw - Hill and Company.

FIRST DAY

OBJECTIVE

Students will explore some of the possibilities of a unit on language preparatory to planning the unit.

MATERIALS

Handout of pages 4 to 8 of Discovering Your Language by Neil Postman et al
Filmstrip on history of words available from the Media Center
Film - English Language: Story of Its Development available from the Public Library

PROCEDURE

Handout ditto and worksheets as pupils enter
Let them read handouts
Encourage reactions to story
Show filmstrip
Ask for reactions

EVALUATION

Tomorrow's papers

This idea of a pre-unit activity came from intern Bruce Smith. It worked very well

WORKSHEET FOR THE FIRST DAY

Several of you expressed an interest in the study of the English language, vocabulary building, reading skills, and the medieval period.

Our first big unit is an attempt to combine all these interests into an introductory unit on the English language.

Today we will explore some of the possibilities of such a unit by

reading a handout
seeing a filmstrip

TOMORROW BRING DICTIONARIES

You will be asked to write up your ideas of how such a unit could be developed.

READ

WHAT IS LANGUAGE?

In a world of split atoms, man-made moons, and such movies as "I" was a Teen-Age Visitor from Outer Space". our imagniations have to be quite lively in order to keep up with the times. Therefore, it should not be too hard for you to imagine, for a moment, that some creature from Venus has been sent to earth to observe human beings. Now, imagine further that he has been asked by his leaders to pay close attention to what human beings look like and what kinds of things they do. If our creature made his observations even in a casual way, he would probably notice that human beings look very much alike, but that there are differences in their appearances. He would notice, too, that Earth people wear different kinds of clothing and that the differences are usually accounted for by the nature of the climate in which people live and the kind of work they do.

Our creature would probably notice other things, too. For example, Earth people usually live in groups which sometimes do not get along very well with one another. They move about on two legs (except for those who use something called an "automobile") They eat animals, fish, plants, and sometimes even each other. They spend a third of their lives in an unconscious condition which they call "sleeping" (although some people seem unconscious even when they are not sleeping). Some of the Earth people keep their younger and more energetic members locked in a building called a "school house" for many hours of each day.

But, perhaps the most obvious feature - and our creature from outer space would surely not fail to observe it - is that human beings are almost constantly making noises at each other. In fact, they stop doing this only when they are sleeping or putting food into their mouths. If our creature were very observant (and super-intelligent creatures from outer space always are!) he would notice that these noises differ greatly, depending on whether one is in Tokoyo, Japan, or Brentwood, Long Island, or some other remote place on Earth. Assuming that our visitor were especially interested in studying this feature of human behavior, he would discover that there are more than three thousand different sets of noises that Earth people make and that each one of these sets is known as a "language."

Now, imagine that our fictional visitor from outer space has finished his observations of Earth people. He meets his small space ship in some secret place. From here he speeds away to the mother ship, which has been hovering above the Earth's atmosphere waiting for him. (The mother spaceship, meanwhile, has had a terrible time trying to escape being hit by American and Russian rockets headed for the moon.) The mother ship gently picks up the saucer, briefly gives off a greenish-blue glow, and then rockets away at an incredible speed. When our visitor returns to Venus, he makes an official report to his leaders from which they conclude that Earth people are more dangerous to themselves than to Space people. Immediately afterward, he begins writing articles about his adventures. The title of his article is naturally, "I Visited a Teen-Aged Planet." Shortly after it is written, it is published in the Sunday Edition of The Venutian Times. The article, of course, is too long to be completely reproduced here, but, if your imagination has been stirred you might like to read part of what your Venutian author wrote about "language" on Earth.

> "All Earth people speak a language. A language is noises These noises are of various kinds which Earth people usually make by doing various things with their throats, tongues, lips, and teeth. Earth babies learn a language by listening to the noises that their parents make, observing the things to which these noises refer, and imitating these noises. It is a very clever procedure.
>
> "Each noise stands for something in a particular language. For example, a person from Oceansid., Long Island says , mother when he wishers to refer to the woman who gave birth to him, But a person from Warsaw, Poland, says, "Matko" when he wishes to refer to the woman who did the same thing for him. A person from Paris, France, says, "Chien" when he wishes to refer to a little, four-legged animal who appears to be Earthman's best friend. A person from London, England says, "dog" when he wishes to refer to the same animal.
>
> Each one of these noises forms a part of what is called the vocabulary of a language. The vocabulary of every language contains **thousands** of noises, since there are thousands of things to which Earth people need to refer. The English language, for example has a vocabulary of about 650,000 separate noises which are called "words" in English. Every time a new thing is discovered or invented, Earth people make up a noise that stands for that thing. For example, in recent years some Earth people invented a very primitive machine which makes it possible to see

other people who are many miles away. In one part of Earth America, the people think that this is so wonderful that they spend almost all of their free time staring at this machine. The thing is called (in English) a "television set." In the Yipounou language of Africa there is no way of talking about this machine because the Yipounous do not know about it. If they did, they would make up some noise which would then be the name of the thing. The chances are that such a noise would not sound anything like "television set" because there are few noises that Yipounous make that sould like the noises Americans make. In fact, if an American heard a Yipounou speak, he would probably suspect that the noises do not mean anything at all. The yipounous would probably think the same thing about the American's noises. Apparently, understanding each other's noises is one of the biggest problems of Earth people.

SECOND DAY

OBJECTIVE

Students will participate in planning unit

MATERIALS

Worksheet
Composition paper

PROCEDURE

Pass out worksheet as pupils enter
Let them write

EVALUATION

Ideas from paper

WORKSHEET FOR THE SECOND DAY

Today you are going to help plan a unit on the study of language.

First write up your ideas in a rough draft on your own paper. Proofread carefully, and then on the composition paper write your composition to turn in.

Use as your subject

My Ideas for a Unit on the English Language.

Your composition should contain three well developed paragraphs.

In the first paragraph, give the questions you'd like to explore about the language. What are some questions you'd like to know the answers to when the unit is over?

In the second paragraph, discuss the kinds of activities you'd like to see the class engage in, anything you would especially like to do: reading, reports you'd like to make etc.

In the third paragraph give some idea of what value you would hope the unit would be to you. Anything else you wish.

THIRD DAY

OBJECTIVE

Students will discover resources for unit
Students will develop ability to evaluate usefulness of resource material for their needs

PROCEDURE

Give students handouts as they enter
Answer any questions
Let students work

MATERIALS

Six dittos
Reference books

EVALUATION

Reports on books
(Note: The reports were good)

WORKSHEET FOR THE THIRD DAY

PLEASE READ CAREFULLY.

Today you are being given quite a packet of material:

1. your ideas for the unit on language
2. the schedule for the unit on language
3. The choices of contracts for the unit
4. A list of resources for the unit
5. forms for reporting on the resources

Examine everything carefully and see if you have any questions.

Today you are to explore the books and materials on the table and write your comments on the evaluation sheets.

get a book
take it to your desk
read the table of contents. Skim a few pages in different chapters in different sections of the book.
Fill out a form for the book, giving your ideas about it.
Return that book to the table and get another.
Make five reports.
Turn all five in at the end of the period.

Tonight you are to make a decision as to which contract you wish to undertake.
Tomorrow turn in the slip showing your decision.

Tomorrow also in class bring back your list of resources for the unit.

We will discuss the books together, and we can all mark our lists with notes from the discussion.

QUESTIONS.

YOUR IDEAS FOR A UNIT ON THE ENGLISH LANGUAGE

Questions you want answered:

Why language was decided upon as a means of communication. (3)
How the English language was formed. (5)
How to find the meaning of a word by looking at it and breaking it down.
What is language?
How did language develop and when? (4)
How do words change? (2)
Why do we use certain words like are, is, were, do, done?
How was the alphabet established?
Who wrote the desk English dictionary?
Who wrote the first novel?
How did different pronunciations of the same word come about?
How did words get their menaings?
Why did words change spellings?
How and why did punctuation marks come into existence?
How can we put our words down more effectively on paper?
How did different languages come to be?

What do you want to get out of the unit?

Better ways of using words in writing
Larger vocabulary
Ability to read better
Ability to write better
How to use the dictionary
Better understanding of the language
How to capitalize and punctuate
how to pronounce words
Improve SAT scores
Knowledge of origins of everyday words
Increased interest in grammar
Knowledge of sign language

Suggestions for activities

Vocabulary tests
Readingand discussing articles
Reading stories
Reading plays
Writing compositions
Writing reports on people who have contributed to our growing vocabulary

Word games
Tracing origins of words
Group discussions
Panel discussions
Sharing poems
Debates
Reading novels
Writing journals
Reading and evaluating each other's papers
Non-verbal exercises
Spelling
Movies
Lectures

* NOTE: NUMBERS INDICATE NUMBER OF STUDENTS WHO MADE RESPONSES.

SCHEDULE
for
UNIT ON HOW OUR LANGUAGE CAME ABOUT

FIRST WEEK

Monday: Exploring resources
Tuesday: Reports on explorations
Wednesday: Readings on history of language
Thursday: Group work: Word study
Friday: Group work: Word study

SECOND WEEK

Monday: Beowulf
Tuesday: Group work: word study
Wednesday: readings on history of language
Thursday: Group work;work on plays
Friday: Ballads

THIRD WEEK

Monday: Noah's Flood
Tuesday: Written composition
Wednesday: Group work
Thursday: Group work
Friday: Chaucer

FOURTH WEEK

Monday: Oral reports on stories of words
Tuesday: Oral reports on stories of words
Wednesday: Written composition
Thursday: Extra credit reports, Reports on answers to any questions in which the class was interested and which were not taken up in class, word game
Friday: Evaluation
Vocabulary lists due

CONTRACT CHOICES
for

UNIT ON HOW OUR LANGUAGE CAME ABOUT

CONTRACT C

To make a grade of C for the unit you must
1. do all class exercises
2. make an oral report on the history of two words
reports due Monday, fourth week
words must be chosen by Friday second week to assure everyone's reporting on different words
3. add to your vocabulary during the unit at least twelve new words the words, each used in three sentences are due at end of unit

CONTRACT B

To make a grade of B for the unit you must
1. do all class exercises
2. make an oral report on the history of two words
(see contract C for details)
3. add to your vocabulary twelve words
(see contract C for details)
4. participate in a group presentation of the works of Chaucer Literature text, pages 78-115
presentation to be made, Friday, third week

CONTRACT A

To make a grade of A for the unit you must
1. do all class exercises
2. make an oral report on the history of two words
(see contract C for details)
3. add to your vocabulary twelve words
(see contract C for details)
4. participate in a group presentation of the works of Chaucer (see B contract for details)
5. participate in a presentation of the play Noah's Flood
literature text, pages 56 - 77
presentation to be made, Monday, third week

Decide on one contract and turn in the Bottom section of this page.

CONTRACT SELECTION

For the unit on How Our Language Came About, I chose the _____ contract

Your Name _____

RESOURCES
for
UNIT ON HOW LANGUAGE CAME ABOUT

(Note: These books were available in the school library. The notations in each one are the notations the students made when they filled out their reports on the books)

Barnett, Lincoln. The Treasure of Our Tongue
(very useful)

Baugh, Albert C. A History of the English Language

The Concise Oxford Dictionary

Ernst, Margaret, More About Words

Words

(childish, helpful)

Evans, Bergen. Comfortable Words
(Like this book, author telling it like it is)

Evans, Bergenand Cornelia A Dicitionary of Contemporary American Usage

Funk, Wilfred. Word Origins
(great deal of information)

Hayakawa, S. I. Language in Thought and Action
(difficult)

Laird, Charleton and Helene. The Tree of Language
(good)

Lambert, Eloise. Our Language
(good book)

Lewis, Norman. Dictionary of Modern Pronunciation

Lewis, Norman. Word Power Made Easy

Mathews, Mitford. American Words
(like it, answers main questions, interesting)

Mencken, H. L. The American Words
(like it, answers main question, interesting)

Morris, William and Mary Dictionary of Word and Phrase Origins

Morseberger, Robert E. How to Improve Your Verbal Skills
(Mainly what he wanted to learn about interested him immediately)

Onions, C. T. The Oxford Dictionary of English Etymology

Pei, Mario. All About Language
(answers questions he was going to ask)

Pei, Mario, Language of the Specialists

Pei, Mario. The Story of Language
(good book)

_____ Picturesque Word Origins
(interesting and exciting, fun to read)

Radford, Edwin. Unusual Words
(very good book)

Schwartz, Robert J. The Complete Dictionary of Abbreviations

Severn, Bill. People Words
(would like to use this book, could really use this book)

Walker, John The Rhyming Dicitionary

Wood, Frederick, Current English Usage
(helpful)

REPORT ON RESOURCE

NAME OF BOOK: _____

AUTHOR: _____

PUBLISHER: _____

WHERE PUBLISHED _____

WHEN: _____

Do You think this book would be of any use for this unit? _____

What does it contain that we could use? _____

_____

_____

What other comments would you care to make?

Your Name _____

---

report on resource

NAME OF BOOK _____

AUTHOR: _____

PUBLISHER: _____

WHERE PUBLISHED: _____

WHEN: _____

DO YOU THINK THIS BOOK WOULD BE OF ANY USE FOR THIS UNIT? _____

WHAT DOES IT CONTAIN THAT WE COULD USE? _____

_____

What other comments would you care to make? _____

YOUR NAME _____

FOURTH DAY

OBJECTIVE

Students will develop ability to evaluate usefulness of resource material for their needs.

MATERIALS

reference books
list of resources
report forms

PROCEDURE

Collect contract selections
Answer any questions
Return report forms
Have books evaluated orally one by one

EVALUATION

Discussion
Use of books

The kids were very bashful about speaking up

FIFTH DAY

OBJECTIVES

Students will develop ability to read with comprehension.
Students will gather information about the history of the English language.

MATERIALS

The school library
Reading Worksheets

procedure

Meet kids in the library
Pass out reading worksheets
Let students find the answers to questions
Collect worksheet at the end of period

EVALUATION

Worksheets

Assignment

Read passages from Beowolf

NAME _____

DATE _____

READING EXERCISE

THE HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE

Today you will have the opportunity to trace the history and development of the English language as you can find it in the reference books in our library.

BE SURE YOU TURN THIS PAPER IN AT THE END OF THE PERIOD, EVEN IF YOU HAVE NOT FINISHED.

1. To what language family does English belong?

_____

2. Define "living" and "dead" when used about languages.

_____

_____

3. List the four languages that are the direct ancestors of modern English.

_____

4. Who controlled England in 1 A.D.? _____

_____

5. Who were the next conquerors? _____

_____

6. How much influence did these peoples have on English? _____

_____

7. Who were the next conquerors? _____

8. What effect did they have on the language of England? _____

_____

9. How did we get our alphabet? _____

10. List three grammatical forms that had their origins in Old English _____

_____

11. How did the Scandanavian influence come into English?_____

_____

12. Give an example of Old English literature.

_____

13. Give the date, place, and personnages of the last successful military invasion of England._____

_____

14. What effect did this conquest have on English?_____

_____

15. What three languages were being used in England at this time?

_____

16. Who was using each one?_____

_____

_____

17. What was the prime factor that made English triumph?

_____

18. What great change in English took place during the period of Middle English?_____

_____

19. What is the literary masterpiece of the period? The author?

_____

20. Identify William Caxton and his influence on the language.

_____

_____

SIXTH DAY

OBJECTIVE

Students will discover that Anglo-Saxon is the mainstream of the English language.

PROCEDURE

Before the class enters arrange chairs in five circles, PUT worksheets in order, 1,2,3,4,5, 1,2,3,4,5, etc.
Pass out worksheets as students enter
Let students follow directions.
Call for answers to first task as soon as roll is checked.
Be sure everyone knows how to find derivation.
Let class work in groups.
Fifteen minutes before end of period reassemble.
Discuss findings.
Collect papers.

MATERIALS

Worksheets
Collegiate dictionaries

EVALUATION

Worksheets
Well done. Kid's enjoyed the work

NAME _____

DATE _____

WORKSHEET FOR THE SIXTH DAY

Today in small groups you are going to be exploring the sources of modern English.

You are assigned in GROUP 1. Take a seat in the first circle as you enter the room.

Since we are not sitting in our regular seats today, the roll will be taken by the work we do. Be sure to pass in this paper at the end of the period, or you will be marked absent.

The first task for you today is to look up the word

man woman child food drink shelter

NOTE TO TEACHER: Each student in the group received a different word) Leave this line blank when you reach the ditto Then write in the word)

in the New Collegiate Dictionary. What is its derivation?

Your answer will be called for as soon as the period begins.

Once we know how to find derivations, your group has three tasks to do today.
Use both sides of this paper
At a quarter to ten, we will turn our seats back to the usual order and discuss our findings with the full class.

Assignments for GROUP 1:

Exercise A Look up the following words and see to which language they can be traced:

head
hair
eye
nose

Exercise B- What are the oldest recorded sources to these words? What does the commonplace nature of these words suggest about importance of these sources?

live
come
do
work
buy
read
drive
walk

Exercise C- Look up each word, except the names of people places, in your dictionaries to find its source, Write the abbreviation of the source over each word. Compile an alphabetical list of the abbreviations. After each item enter the number of words after each passage that are derived from this source.

Selection from Mark Twain

The Adv. of Huckelberry Finn

You don't know about me without
have you read a book by the name of
The Adventures of Tom Sawyer; but that
ain't no matter. That book was
made by Mr. Mark Twain, and he told
the truth, mainly. There was things
that he stretched, but mainly he
told the truth.

NAME _____

DATE _____

WORKSHEET FOR THE SIXTH DAY

Today in small groups you are going to be exploring the sources of modern English.

You are assigned to GROUP 2. Take a seat in the second circle by the blackboard.

Since we are not sitting in our regular seats today, the roll will be taken by the work we do. Be sure to pass in this paper at the end of the period, or you will be marked absent.

The first task for you today is to look up the word

clothes - tools - fire - rain - wind - earth

(Same note for teacher as on first worksheet)

in the New Collegiate Dictionary. What is the derivation?

Your answer will be called for as soon as the period begins.

Once we know how to find derivations, your group has three tasks to do today.
Use both sides of this paper.
At a quarter to ten, we will turn our seats back to the usual order and discuss our findings with the full class.

Assignments for GROUP 2:

Exercise A - Look up the following words and see to which language they can be traced:

mouth
tooth
shin
neck
breast

Exercise B - What are the oldest recorded sources to these words? What does the commonplace nature of these words suggest about the importance of these sources?

die
go
make
play
sell
write
ride
fun

Exercise C - Look up each word, except the names of people and places, in your dictionaries to find its source. Write the abbreviation of the source over each word. Compile an alphabetical list of the abbreviations. After each item enter the number of words after each passage that are derived from this source.

Selection from Charles Dickens

A Tale of Two Cities

It is a far, far better thing that I do than I have ever done; it is a far, far better rest that I go to, than I have ever known.

NAME _____

DATE _____

WORKSHEET FOR THE SIXTH DAY

Today in small groups you are going to be exploring the sources of modern English.

You are assigned to GROUP 3. Take a seat in the circle at the back of the room.

Since we are not sitting in our regular seats today, the roll will be taken by the work we do. Be sure to pass in this paper at the end of the period, or you will be marked absent.

The first task for you today is to look up the word

sun - moon - man - woman - child - food

(Same note to teacher as on first worksheet)

in the New Collegiate Dictionary. What is the derivation?

Your answer will be called for as soon as the period begins.

Once we know how to find derivations, your group has three tasks to do today.
Use both sides of this paper.
At a quarter to ten, we will turn our seats back to the usual order and discuss our findings with the full class.

Assignments for GROUP 3:

Exercise A - Look up the following words and see to which language they can be traced:

back
belly
hip
knee
leg

Exercise B - What are the oldest recorded sources to these words? What does the commonplace nature of these words suggest about the importance of these sources?

house
room
floor
door
plow
shovel
spade
rake

Exercise C - Look up each word, except the names of people and places, in your dictionaries to find its source. Write the abbreviation of the source over each word. Compile an alphabetical list of the abbreviations. After each item enter the number of words after each passage that are derived from this source.

Selection from Louisa M. Alcott

Little Women

"Christmas won't be Christmas without any presents", grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things and other girls no things at all", added little Amy, with an injured sniff.

NAME _____

DATE _____

WORKSHEET FOR THE SIXTH DAY

Today in small groups you are going to be exploring the sources of modern English.

You are assigned to GROUP 4. Take a seat in the back circle on the window side.

Since we are not sitting in our regular seats today, the roll will be taken by the work we do. Be sure to pass in this paper at the end of the period, or you will be marked absent.

The first task for today is to look up the word

drink - shelter - clothes - tools - fire - rain

(Same note for teacher as on first worksheet)

in the New Collegiate Dictionary. What is the derivation?

Your answer will be called for as soon as the period begins.

Once we know how to find derivations, your group has three tasks to do today.
Use both sides of this paper.
At a quarter to ten, we will turn our seats back to the usual order and discuss our findings with the full class.

Assignments for GROUP 4:

Exercise A - Look up the following words and see to which language they can be traced:

skin
calf
foot
heel
toe

Exercise B - What are the oldest recorded sources to these words? What does the commonplace nature of these words suggest about the importance of these sources?

live
come
do
work
buy
read
drive
walk

Exercise C - Look up each word, except the names of people and and places, in your dictionaries to find its source. Write the abbreviation of the source over each word. Compile an alphabetical list of the abbreviations. After each item enter the number of words after each passage that are derived from this source.

Selection from Joseph Conrad

Lord Jim

He was an inch, perhaps two, under six feet, powerfully built, and he advanced straight at you with a slight stoop of the shoulders, head forward, and with a fixed-from under stare which made you think of a charging bull.

NAME _____

DATE _____

WORKSHEET FOR THE SIXTH DAY

Today in small groups you are going to be exploring the sources of modern English.

You are assigned to GROUP 5. Take a seat in the circle in the front circle on the window side.

Since we are not sitting in our regular seats today, the roll will be taken by the work we do. Be sure to pass in this paper at the end of the period, or you will be marked absent.

The first task for you today is to look up the word

wind - earth - sun - moon - man - woman

(Same note for teacher as on first worksheet)

in the New Collegiate Dictionary. What is the derivation?

Your answer will be called for as soon as the period begins.

Once we know how to find derivations, your group has three task to do today.
Use both sides of this paper.
At a quarter to ten, we will turn our seats back to the usual order and discuss our findings with the full class.

Assignments for GROUP 5:

Exercise A - Look up the following words and see to which language they can be traced:

head
hair
eye
ear
nose

Exercise B - What are the oldest recorded sources to these words? What does the commonplace nature of these words suggest about the importance of these sources?

die
go
make
play
sell
write
ride
run

Exercise C - Look up each word, except the names of people and places, in your dictionaries to find its source. Write the abbreviation of the source over each word. Compile an alphabetical list of the abbreviations. After each item enter the number of words after each passage that are derived from this source.

Selection from Herman Melville

Moby Dick

Call me Ishmael. Some years ago -- never mind how long precisely -- having little or no money in my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world.

SEVENTH DAY

Objectives

Students will discuss the major tributaries of the English language.

Students will organize for A contract presentations.

Procedure

Hand out worksheets as students enter.
Call attention to Chaucer assignments on table.
Anwer any questions.
Let A Contract students choose slips for the play assignments.
Let groups divide - Flood, to read, Everyman to read and to listen to record.

Materials

Copies of the miracle play, The Flood
Copies of Everyman
Record of Everyman
Dittoes

Evaluation

Worksheets
Group work

WORKSHEET FOR THE SEVENTH DAY

Lots to get straight today.

Please read this worksheet carefully and follow directions exactly.

Today A contract people will select by chance whether they will be part of the group that presents the Flood or Everyman.

A and B contract people will receive their assignments for Chaucer.

B and C contract people will work on word study while A contract people organize their presentations.
(Newsom, Brady, Harris, Williams)

WORD STUDY EXERCISES DUE FROM EVERYBODY IN THREE DAYS.

I. List all the languages to which each of these words commonly used in mathematics can be traced to the mainstream of English:

algebra	multiply
circumference	perpendicular
decimal	ratio
denominator	square
diameter	subtract
fraction	triangle
hypotenuse	trapezoid

II. Follow the same instructions for the words commonly used in physics:

atom	lever
cathode	meteor
current	nucleus
dense	optics
energy	physics
fission	transmit
gram	velocity

III. Follow the same instructions for these words commonly used in social studies:

aristocracy	filibuster	senate
congress	govern	tyrant
conquer	legislator	
democracy	monopoly	
dictator	politics	
economic	republic	

IV. In the left hand column listed below are listed some of the languages from which English has borrowed words. The right hand column lists one word from each of these languages. Can you match the two?

Italian	currie
Spanish	algebra
German	piano
Hebrew	tea
Arabic	gorilla
Persian	rabbi
American Indian	rodeo
Indian of India	kindergarten
Indian of West Indies	caravan
African	moccasin
Chinese	barbecue

V. Words can be formed by additions -- a prefix, before the words or a suffix, after the word. Some prefixes, such as mis-, un-, under-, and some suffixes, such as -dom, -ful, -ster, are of Anglo Saxon origin. Most of them, however, are from Latin and Greek. For example there are re-, sub-, inter-, pre-, semi-, ultra-, super-, contra-, which begin many words, you know, and -al, -ble, -ent, -ize, -ment, which end many others.

Supply words that illustrate the use of the prefixes listed above. Give one word for each prefix.

Supply words that illustrate the use of the suffixes listed above. Give one word for each suffix.

CHAUCER ASSIGNMENTS
FOR
A AND B CONTRACTS

Read "The Prologue" to The Canterbury Tales

Read very carefully the description of your assigned character and write in good form, carefully proofread, your reaction to the character. Use as your subject the name of your character Use as your topic sentence "I really like the _____" or "I didn't like the _____ at all". In your paper develop your reasons. You should evidence complete familiarity wtih the text.

The papers are due in one week.

The Knight	Alsop and Brady
The Squire	Davis
The Yeoman	Ford
The Nun	Brooking
The Monk	Johnson
The Merchant	Jones
The Oxford Cleric	Massey
The Franklin	Moore
The Skipper	Newsom
The Wife of Bath	Burch

The Parson	Parker
The Plowman	Suggs
The Miller	White and Wilkins
The Reeve	P. Williams and Cooper
The Pardoner	Tamara Harris

The Friar	Timothy Harris
The Lawyer	Miller
The Guildsmen	Oglesby
The Cook	Royal
The Physician	Boone and Snowden
The Manciple	Turner
The Summoner	Watkins

EIGHTH DAY

Objective

Students will discuss a fragment of Anglo-Saxon literature.

Procedure

Return reading exercises on history of language.

Entertain questions on exercise.

Note concern for form, spelling, etc.

Ask for reactions to Beowulf in terms of Anglo-Saxon life style it reveals.

Evaluation

Papers

Discussions

CLASS WAS AMAZED AT THE ABSENCE OF WOMEN. THEY HAD TO RE-THINK THEIR IDEAS ABOUT AN ANGLO-SAXON "ORGY."

(EIGHTH DAY)

NAME _____

DATE _____

CHANGES IN MEANINGS OF WORDS

Today you are going to work in small groups of your own choosing to trace changes in the meanings of words.

Pick up a collegiate dictionary and form a small group of two, three, or four people - no more than four - and do the following exercises on this piece of paper. You may use the back if you need more room.

Generalization

> Paraphernalia once had the limited meaning of a wife's property outside her dowry. Later by the process of generalization it came to mean anyone's personal belongings.

Specialization

> At one time starve meant to die in any manner. Today it means to die only of hunger.

Transfer

> Crane originally referred only to a large bird with high legs and a long neck and bill. Today through a process of transfer we use the word to refer as well to a type of machine that has a long projecting piece used for picking up and moving objects.

In your small group discuss generalization, specialization and transfer until you think you are clear about the terms. Then do the following exercises:

A. Trace the changes in the meaning of picture, thing and lyric. Determine whether the change is an example of generalization, specialization, or transfer.

B. Do the same thing for the following words: meat, wade, garb, courage, and hangar.

C. To understand how you yourselves contribute to the process of change in meaning look up the definitions of the word gimmick. Then consider how you use the word today.

D. Find the earliest recorded meaning of nice, lovely, terrific, swell, lousy, awful.

Degeneration

At one time the word hussy meant simply a housewife.

Today it means a worthless woman or girl.

Elevation

Pretty once meant crafty or sly. Today it is a compliment.

In your small group discuss degeneration and elevation until you think you are clear about the terms. Then trace the direction of change for the following words:

angel	governor
brave	marshall
churl	minister
comrade	shrewd
constable	smart
fellow	villain
gossip	buccaneer

NINTH DAY

Objective

Students will explore changes in the meaning of words.

Materials

Dittoed instructions

Collegiate dictionaries

Procedure

Hand out dittos as they enter

Let students follow directions

Be available to help if called for

Collect papers at end of period

Evaluation

Papers

Group work - (Note: Very weak - Kids really working individually so no one finished).

TENTH DAY

Objectives

Students will develop ability to read with comprehension.

Students will gather information about the history of the language.

Materials

School library

Reading worksheets

Procedure

Meet kids in library

Pass out reading worksheets

Let students find the answers to question

Collect sheets at end of period

Evaluation

Papers

NAME: _____

DATE _____

READING EXERCISE
THE HISTORY AND DEVELOPMENT OF THE ENGLISH LANGUAGE

Today you will have the opportunity again to trace the history and development of the English language as you can find it in reference books in our library.

BE SURE TO TURN THIS PART IN AT THE END OF THE PERIOD EVEN IF YOU HAVE NOT FINISHED.

1. What two terms are given to the earliest "English"?

_____

2. What modern name would have come from the Celts' name for themselves?

_____

3. What is meant by saying a language is "inflected"?

_____

4. What is meant by the "fixed stress" system?

_____

_____

5. Illustrate how it operates differently from the other system.

_____

_____

6. Define alliteration.

_____

7. Illustrate it from an everyday example.

_____

8. Where did the name "English" come from?

_____

9. Give examples of Scandinavian words used in English.

_____

10. Give six instances of how completely the French transformed the Old English civilization:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

11. Explain "high" style and "low" style as it accounts for the persistence of the Anglo-Saxon language.

_____

_____

_____

12. Cite Chaucer's contribution to the development of English.

_____

_____

13. Give two rules from Old English from which Chaucer's English freed us.

_____

_____

ELEVENTH DAY

Objective

Students will use the dictionary with skill

Materials

Dittos
Collegiate dictionary

Procedure

Pass out dittos
Let students work
Collect papers

Evaluation

Papers
(Note : Group work was better).

WORKSHEET FOR THE ELEVENTH DAY

Please read carefully and follow instructions.

Today you are going to work in small groups with your neighbors to explore the dictionary.

The groups are given below. Take advantage of the fact that you are working in groups. Everyone will not have to look up every word. Make assignments. Share findings.

Get a dictionary, and turn your chairs to face your partners.

Group 1	Group 2	Group 3
Alsop	Miller	Snowden
Burch	Page	Suggs
Brady	Johnson	White
Harris	Massey	Newsome
Ford		Wilkins

Group 4	Group 5	Group 6
Turner	Moore	Boone
Watkins	Royal	Brooking
Parker	Ogelsby	Davis
A. Williams	Jones	Cooper
P. Williams	Harris, Timothy	Holley

TURN ALL PAPERS IN AT THE END OF THE PERIOD

The Assignment

Groups 1, 3, 5

A. Note preferred and variant spelling of acknowledgment

buncome
dinghy
gunwhale

B. Should the following words be written as two words, one word, or with a hyphen:

bath house
dry clean
foul play
note case

C. What is the most widely used plural for each of the following forms:

bison
bus
calf
calico
father in law
genus

D. How does each pronunciation affect the way the word is used and its meaning?

E. Distinguish between the two meanings, depending upon whether the word is capitalized or not:

argentine
monotype
moor

F. What is the current meaning of the word and the story behind it?

bowdlerize
Lorelei
quisling

G. Give the three other principle parts of the following verbs

awake
bid
bite
fly
know

H. Give the sources of the following words: Write out in full the names of the languages involved.

demise
jinrikisha
kindergarten
rodeo

I. Select the meaning that fits the context of each underscored word in the following sentences:

Here is a booklet about the American Museum of Natural History.

The child was left in my charge.

I gather that George left the office early today.

J. Look up the labels of these words in the explanatory notes. What do the labels mean?

amah
ballyhoo
dead reckoning
goof

The Assignment

Groups 2, 4, 6

A. Note preferred and variant spelling of

preview
rhyme
sabre
veld
yodel

B. Should the following words be written as two words, one word, or with a hyphen:

pilot fish
two base kit
U boat
whiz bang

C. What is the most widely used plural for each of the following forms:

glassful
index
minx
talisman
topaz
trachea

D. How does each pronunciation affect the way the word is used and its meaning?

protest
putting
subject
subordinate

E. Distinguising between the two meanings, depending upon whether the word is capitalized or not:

morocco
scotch
yahoo

F. What is the current meaning of the word and the story behind it?

shibboleth
simon-pure
titian

G. Give the three other principle parts of the following verbs:

leave
ride
see
shrink
swim

H. Give the sources of the following words. Write out in full the names of the languages involved.

sabotage
siege
wainscot
weltschmerz

I. Select the meaning that fits the context of each underscored word in the following sentences:

What are the yield prospects of this investment?
Judge Harman imposed a stiff sentence.
I gather that George left the office early yesterday.

J. Look up the labels of these words in the explanatory notes. What do the labels mean?

half gainer
jibe
Texas leaguer
tram

TWELFTH DAY

Objectives

Students will clarify work done.

Students will hear medieval ballads.

Students will work on presentations for following day.

Procedure

Ask for any questions up to this point.

Review process of change of meanings.

Introduce ballads.

Play a couple of ballads.

Let students work in groups for plays.

Materials

Records of medieval ballads.

Scripts for kids to follow.

Evaluation

Discussion

Presentations

THIRTEENTH DAY

Objectives

The students will demonstrate understanding of a medieval story by a dramatic presentation.

The students will attend to a presentation of their classmates.

Procedures

Let groups present plays
Noah's Flood
Everyman

Call for questions, reactions.

Evaluation

The presentations.

The reactions.

FOURTEENTH DAY

Objective

The students will write creatively.

Materials

Worksheet.

Composition paper.

Procedure

Pass out worksheets.

Let students work.

Evaluation

The papers.

WORKSHEET FOR FOURTEENTH DAY

In your evaluation of your work in composition thus far, some of you expressed interest in trying your hand at creative writing.

Today you have that opportunity.

You may write anything you want to today on any subject - story, poem, essay -- whatever you wish.

If no idea comes to your mind right away, here are come suggestions:

1. Pretend you are Grendel, and tell the story of Beowulf from that point of view.

2. Imagine you are a modern day Chaucer, and describe a modern day pilgrim:
   - a community worker
   - a militant
   - a peacenik
   - a Republican
   - a teacher
   - a student

3. Remembering the report of the Venutian about Earth's language, write a description of your dog's language.

Any ideas now?

If all else fails you, you can always write a composition on

If I had a Million Dollars

Write your paper in the rought first. Then proofread it and copy it carefully in good manuscript form on the compositon paper. Clip the pages together and turn it in at the end of the period.

REMINDERS!!!!!!!!!!

Assignments due.

Composition on Chaucer pilgrims due at beginning of class.
Oral report on story of a word due.
Vocabulary list due.

FIFTEENTH DAY

Objective

The students will develop a dictionary.

Mateirals

Paste, paper, scissors, magazines, construction paper.

Procedure

Pass out worksheets.
Let students work.
Collect "dictionaries" at end of period.

Evaluation

The dictionaries

(NOTE: This was a superb activity. Students came up with excellent pictures to illustrate words new to the teacher such as -- jam - a party
smack - drugs
chip - money
hog - cadilac
short - an automobile
sheening - to drive
toredown - intoxicated)

WORKSHOP FOR THE FIFTEENTH DAY

Please read directions carefully.

Today working in small groups, you are going to produce a very contemporary dictionary for the teacher. You are going to make an illustrated dictionary of teen terms.

These are the groups:

Group 1	Group 2	Group 3
Burch	Johnson	Watkins
Ford	Massey	A. Williams
Barry	Suggs	P. Williams
Harris, Tamara	Paige	Wilkins
Harris, Timothy	Snowden	
Miller	White	

Group 4	Group 5
Moore	Cooper
Alsop	Holley
Newsome	Brooking
Royal	Davis
Oglesby	Boone
Jones	

The FIRST step is to think up five words currently in use by teenagers which the average adult either would not understand or would not use.

The SECOND step is to check your list against the other groups so that everyone will not be defining the same words. One person from each group can check with the other groups.

The THIRD step is to agree on a definition of the word and then write that definition up so that an adult - your teacher - would understand what you meant when you used the word.

The FOURTH step is to find a picture that illustrates your word.

Do steps <u>three</u> and <u>four</u> for each word on your list.

Make a poster for each word. Paste the picture on it and beneath the picture your definition of the word.

At the end of the period, clean up all your trash, turn your chairs back to the normal arrangement, and turn in your picture dictionary clipped together with a covering sheet bearing all the names of the group.

SIXTEENTH DAY

Objective

The students will enjoy a presentation of The Canterbury Tales

Material

Filmstrip, records of The Canterbury Tales, available from Department of English

Procedure

Collect papers on Chaucer's pilgrims.
Show filmstrip.
Invite discussion.

Evaluation

Kids' response.

Kids were happy to recognize "their" pilgrim.

They found the Chaucerian English difficult to understand.

SEVENTEENTH DAY

Objectives

The students will make oral reports on research.

The students will learn from each other.

Procedure

Call for oral reports.

Call for questions, reactions to reports.

Evaluation

Reports

Responses

This exercise would have been better if kids had been called to make an accounting of each others reports.

EIGHTEENTH DAY

Objectives

The students will apply the knowledge about words to a situation in which they are involved.

The students will develop the ability to express themselves in writing.

Procedures

Pass out worksheets

Let students work

Evaluation

The compositions

WORKSHEET FOR THE EIGHTEENTH DAY

In our unit on language so far, we have traced the derivations of words, their changes in meanings, and their histories.

Today you will examine the power that words have to affect you.

ITEM 1

A few weeks ago there was a great disturbance in the Fourteenth street area. Store windows were broken, and there was much confusion and trouble. About the same time a similar situation took place in Georgetown.

William Raspberry, a black columnist for the Washington Post, pointed out in his column that the events on Fourteenth street, in which the participants were black, was considered a "riot." The one in Georgetown, in which the participants were white, was called a "confrontation."

Raspberry noted that the choice of words indicated a more positive feeling about the Georgetown event.

ITEM 2

If a teacher walked into a class of noisy young white males and said, "Quiet, boys", the youths may or may not get quiet, but they would not react against the term. If the teacher walked into a class of noisy young black males and said, "Quiet, boys", the students not only would not get quiet, but they would react strongly against the word.

The combination of letters: b-o-y-s, has different suggestions for whites and blacks.

WHAT HAS BEEN YOUR EXPERIENCE WITH THE POWER OF WORDS TO HAVE AN EFFECT ON YOU OR ON OTHER PEOPLE ABOUT WHICH YOU HAVE READ OR KNOW?

Think of THREE instances illustrating how words can affect people and/or how the choice of a particular word suggests an attitude.

Don't just state the fact. Give supporting details.

Each illustration should make a paragraph of at least five sentences.

Make a rought copy first. Put the final one in flawless manuscript form on the composition paper.

NINETEENTH DAY

Objectives

The students will explore interest of their own about language.

The students will add new words to vocabularies in the setting of a game.

Procedures

Let students make extra credit reports
Call for questions, reactions
Play word game
Make three groups
Let one person find obscure word in dictionary
Let everyone make up a definition for the word
Read all definitions, including correct one
Let students vote for the definition they think is right one.
Give point to everyone whose definition is voted for, one point for each person who votes
Give five points to one who found word if no one votes for the right definition.
Let each person have a turn to find a word.

Evaluation

(Notes: It may help for the teacher to play the game with the whole class first. The kids had lots of fun and came up with the following new words, one of which <u>cincture</u> was new to the teacher.

innate
infamy
hara kire
cincture
quadruped
marinate
odium
numisamatic
meticulous
gamin
scenario
stratagem
zest
serried)

Extra credit reports were made on how language began and the sign language system for the deaf.

TWENTIETH DAY

Objective

The students will develop the ability to organize ideas in support of a thesis.

Procedure

Pass out worksheets

Let kids write

Evaluations

Compositions

These papers were actually read after the unit was formally finished; but if any teacher wishes to include the evaluation in the unit, the form is given behind the worksheet for the day.

WORKSHEET FOR THE TWENTIETH DAY

We are trying to develop the ability to express ourselves in clear, correct sentences so that someone else will be able to understand easily what we are talking about.

To test how well we can do that, the papers we write today will be read later by several of our classmates.

Our aim will be to write three, good paragraphs illustrating one idea.

The subject of the paper will be

The Social Significance of Language

READ THE FOLLOWING PARAGRAPH CAREFULLY.

Mr. Bostian believes that the way to tell a child not to say ain't is merely to tell him that if he wished to suceed in life the people he will have to deal with are those who say aren't. "Therefore, the reason he shouldn't say ain't is not because it is wrong, or not understandable, but because it is not accepted by the society he lives in."

Think of three examples to prove Mr. Bostian's point - examples of language having a social effect.

Think of a word you might use instead of another word when you want to impress somebody.

Think of a word you might use instead of another word when you want to show that you are a member of a group.

Think of any times when your language made you uncomfortable because you felt you weren't easy with the accepted dialect.

Write a topic sentence for each paragraph.

Give enough supporting details for the sentence to make your idea clear to someone else.

PROOFREAD YOUR PAPER.

EVALUATION OF PAPER

Whose paper? _____

Is the manuscript form correct? _____

List errors _____

_____

Is the general meaning of the paper clear? _____

Does each paragraph have a topic sentence? _____

Are three examples of the social significance of language given?

_____

Which paragraph needs further development? _____

List any expression or sentence that confused you. (Write on the back if you need more room.) _____

_____

_____

List any misspelled words _____

_____

_____

Write any sentence - or part - that contains nonstandard usage or punctuation error.

_____

_____

_____

_____

Make any other comment you wish to the writer of the paper.

Your Name _____

TWENTY FIRST DAY

Objective

The students will evaluate the unit.

Procedure

Pass out evaluation forms. Let students work.

Collect vocabulary lists.

Materials

A ditto of their original ideas for the unit.

A ditto evaluation form.

Evaluation

Evaluations were very favorable.

Many comments that unit had been interesting and enjoyable.

One kid said "there was never a dull moment".

One kid commented "I don't know as many words as I thought I did".

Vocabulary list attached

TWENTY FIRST DAY

EVALUATION OF UNIT ON LANGUAGE

On these sheets would you give me your evaluation of the language unit and make some suggestions as to where you feel you need to go from this point?

FIRST, would you reread YOUR IDEAS FOR A UNIT ON THE ENGLISH LANGUAGE.

SECOND, on the attached sheet of composition paper write a paragraph giving your general reaction to the unit and how it was done.

THRID, on this sheet write what you learned from the unit. (If this answer repeats something you said on the composition paper, don't worry about that fact.)

FORUTH, on this sheet write what this unit showed you you need to work on now in this class.

FIFTH, please make any other comment you wish to make about the class.

YOUR IDEAS FOR A UNIT ON THE ENGLISH LANGUAGE

Questions you want answered:

Why language was decided upon as a means of communication. (3)
How the English language was formed. (5)
How to find the meaning of a word by looking at it and breaking it down.
What is language?
How did language develop and when? (4)
How do words change? (2)
Why do we use certain words like are, is, were, do, done?
How was the alphabet established?
Who wrote the first English dictionary?
Who wrote the first novel?
How did different pronunciations of the same word come about?
How did words get their meanings? (2)
Why did words change spellings?
How and why did punctuation marks come into existence?
How can we put our words down more effectively on paper?
How did different languages come to be?

What you want to get out of the unit:

Better ways of using words in writing
Larger vocabulary (5)
Ability to read better
Ability to write better(4)
How to use the dictionary (3)
Better understanding of the language (6)
How to capitalize and punctuate
How to pronounce words
Improve SAT scores
Knowledge of origins of everyday words
Increased interest in grammar
Knowledge of sign language

Suggestions for activities:

Vocabulary tests
reading and discussing articles (3)
reading stories (2)
reading plays aloud (3)
writing compositions
writing reports on people who have contributed to our growing vocabulary (2)
word games (3)
tracing origins of words (4)

group discussions (5)
panel discussions
sharing poems
debates
reading novels (3)
writing journals
reading and evaluating each other's papers
nonverbal exercises
spelling
movies
lectures

VOCABULARY LIST

These are some of the words your classmates learned during the unit on the development of language.

Add those words to your vocabulary.

DO NOT LOSE THIS LIST!

You will be asked to use these words in a writing assignment.

Space is left beside each word for you to note the meaning and pronunciation.

ANACHRONISM

To have Beowulf drive a car would be an <u>anachronism</u>.

ARDUOUS

School for some student is an <u>arduous</u> job.

APATHY

Get off your <u>apathy</u> is a current slogan.

BLATANT

There is no excuse for <u>blatant</u> rudeness.

BRAWN

<u>Brawn</u> without brains will get you nowhere.

CANDOR

You may speak with <u>candor</u>.

CUPIDITY

The <u>cupidity</u> of the human species is limitless.

CAPACIOUS

He had a <u>capacious</u> mind and spirit.

COMELY

She greeted him in a <u>comely</u> fashion.

DEFAULT

She lost the match by default.

EFFULGENT

His pictures had an effulgent quality.

EXTENUATE

There are circumstances that extenuate the matter.

FRENETIC

She leads such a frenetic life.

GARB

Today's garb seems very strange to me.

GREGARIOUS

He had a gregarious personality.

HEINOUS

It was a heinous crime.

IMPORTUNE

She was willing to importune anybody for her son.

IMPRECATION

She hurled an imprecation at him.

INCESSANT

I can't stand that incessant noise.

INFAMY

His name went down in infamy.

INFLUX

We have had an influx of visitors to our city.

INORDINATE

You waste an inordinate amount of time.

INTERNECINE

It was a bloody, internecine war.

IRASCIBLE

He has an irascible disposition.

OBDURATE

Why must you be so obdurate?

OBSEQUIOUS

An obsequious person is annoying.

ONUS

The onus is on you to prove you are trustworthy.

IRREPARABLE.

The damage is irreparable.

PERSPICACITY

The perspicacity of that small child is amazing.

PHENOMENON

Everyone was present and on time. It was a phenomenon.

PROFLIGATE

He led a profligate life.

PULVERIZE

The picture showed a lad about to pulverize stones.

RESPITE

We needed a respite.

SABOTAGE

The workers engaged in sabotage.

SUPPLANT

What will supplant the system?

TERMINATION

This activity will soon come to a <u>termination</u>.

QUERULOUS

He is a <u>querulous</u> old man.

SCRUTINIZE

<u>Scrutinize</u> your work.

RAUCOUS

He is unpleasant to be around because he is so <u>raucous</u>.

VIVACIOUS

She has a delightful <u>vivacious</u> personailty.

VORACIOUS

He has a <u>voracious</u> appetite.